Description: Educational Foundations 3: Cultural Contexts Educational

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: John McMaster
Moderator: Jon Austin

RATIONALE
It is acknowledged by the professional educators that there are certain fundamental understandings related to the functioning of our society, of which all pre-service educators need to develop some understanding and appreciation. It is also increasingly the case that broad social pedagogies both reinforce and collide with the official curriculum. The role that such social pedagogies play in contemporary society is one which is largely invisible and is consequently infrequently interrogated by beginning educators. In order to better understand the complex relationships between society, education, and the educator and the ways in which those relationships work to effect particular socio-cultural labelling and locating of individuals and groups within the broader society, pre-service educators need to develop an understanding of the complex social forces at play and their effect on the teaching-learning process. From these insights students will have the opportunity to develop the critical analytical skills to enable them to interrogate their own world view and that of others, thus enabling the development of active professionals, capable of entering social and educational debates and influencing educational settings and education broadly.

SYNOPSIS
In the context of an exploration of education as socio-political process, this course provides the opportunity for students to begin to understand concepts such as power, dominance, pedagogy, discourse, location, identity and culture, and the nature of the relationships that exist among them. Students will be encouraged to interrogate their own world view with the intent of unmasking the frequently invisible forces that forge the individual. This interrogative process is unreservedly critical, analytical and reflective. It is designed to lay the foundations of reflective practice that is fundamental to all aspects of the program. It is also designed to provide students with the opportunity to learn about themselves, both as individuals and professionals and the profound yet largely unexamined influence that
educators bring to educational contexts. A significant component of the course will relate to a research project that students will complete as part of their 15 days of Professional Context Experience, associated with the three foundations courses.

**OBJECTIVES**
On completion of this course students will be able to:

- Demonstrate an emerging critical awareness of their world view.
- Engage in elementary reflective practices through their journal.
- Illustrate their emerging understanding of the concepts of pedagogy, culture, identity, difference and popular culture.
- Apply their preferred and/or appropriate theoretical dimensions to critical analyses of pedagogical issues, through the working reviews.
- Discuss, in an informed manner, various theoretical dimensions from those presented throughout the course.
- Prepare, present and rationalize a reflective journal.
- Actively engage in group discussions and activities.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Popular culture</td>
<td>10.00</td>
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<td>2. Representation</td>
<td>10.00</td>
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<tr>
<td>3. Construction of social and individual identities</td>
<td>40.00</td>
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<tr>
<td>3.1. Film &amp; TV (10%)</td>
<td></td>
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<tr>
<td>3.2. Art (10%)</td>
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<td>3.3. Music (10%)</td>
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<td>3.4. Mass media (10%)</td>
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<td>4. Cultural contexts of education</td>
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<td>5. Popular cultural studies in preservice teacher education and the classroom</td>
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<td>6. Major socio-cultural constructs</td>
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<td>7. Education and teaching in contemporary society</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**
Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.
Selected Readings to be prepared.
REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


STUDENT WORKLOAD REQUIREMENTS

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>39</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
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<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>PORTFOLIO SUBMISSION 2</td>
<td>75.00</td>
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<td>PORTFOLIO SUBMISSION 1</td>
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<td></td>
<td></td>
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<td>(see note )</td>
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NOTES:
- Portfolio Submission 2: Reading Reviews & Journal & 4 Snapshots
- Portfolio Submission 1: Reading Reviews & Journal & 1 Snapshot

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities
   (such as lectures, tutorials, laboratories and practical work) scheduled for them,
   and to study all material provided to them or required to be accessed by them to
   maximise their chance of meeting the objectives of the course and to be informed
   of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at
   least 50% of the marks available (or at least a grade of C-) for each assessment
   item.

3. Penalties for late submission of required work:
   Students should negotiate late submission of assessment items with the examiner,
   prior to the required submission date.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative
   assessment items, that they have achieved the required minimum standards in
   relation to the objectives of the course by satisfactorily completing all summative
   assessment items (the examination and assignments).

5. Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate
   of the marks (or grades) obtained for each of the summative assessment items in
   the course.

6. Examination information:
   There is no examination in this course.

7. Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

8. University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10
   Academic Misconduct for further information and to avoid actions which might
   contravene University Regulations. These regulations can be found at the URL
   http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the
   current USQ Handbook.
ASSESSMENT NOTES

1. When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

3. All assessment items must be attempted/submitted and passed.

OTHER REQUIREMENTS

1. Students will require access to e-mail and internet access to USQConnect for this course.